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ABSTRACT

The report of the Board of Educational Finance (BEF) of New Mexico, which was required by House Memorial 15 (1978), and which describes programs and operations of two-year postsecondary institutions in the state, is divided in to three parts. Part I provides information on types of doctoral, masters, baccalaureate, and subbaccalaureate programs at the university and two-year college levels. Each of the universities was found to offer some two-year associate degree programs in addition to traditional university degree programs. Data related to the employment record of those completing the various vocational programs on the several campuses are also included. Part II addresses the question of the need for additional postsecondary institutions in New Mexico. The BEF has suggested guidelines when developing any future proposals for additional institutions. Part III contains a series of BEF recommendations related to the possible revision of the Branch Community College Act. It has been suggested that the Act be expanded to include an option by which some two-year colleges could operate as independent institutions. However, the BEF failed to agree with the suggestion and recommended that the essential elements of the Act remain as they are, with the exception that the contract between each branch and parent university be approved at the time of each revision by the BEF. (Author/MB)

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BEF Postsecondary Study - House Memorial 15

New Mexico State Board of Educational Finance

JC 790 045

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BEF POSTSECONDARY STUDY - HOUSE MEMORIAL 15

Introduction

House Memorial 15, passed during the 1978 legislative session, required the Board of Educational Finance to study the programs and operation of two-year postsecondary institutions in New Mexico. Discussion with the sponsor of the memorial led to identification of the governance of branch community colleges as a major concern. Therefore, as the BEF developed its study outline in response to HM 15, questions related to the possible revision of the Branch Community College Act were coupled with items related to programs and the investigation of the need for additional community colleges.

When considering governance of two-year postsecondary institutions, the BEF concentrated on matters related to the eight institutions currently operating under the Branch Community College Act. Some complaints concerning the working relationship between branches and parent university campuses have occasionally been brought to the attention of the BEF. Those two-year institutions that operate under their own unique statutes (New Mexico Junior College, Albuquerque Technical-Vocational Institute, Luna Vocational School, and Northern New Mexico Community College) have not been the focus of controversy, and thus these special or unique governance arrangements have not been closely scrutinized in this study.

While considering the question of the need for additional two-year institutions in New Mexico, the BEF felt that the corollary question of the need for additional four-year universities should also be addressed. Also, while developing descriptive data related to two-year programs, the BEF felt that some descriptive data concerning the program offerings at the six universities would also be useful in gaining a comprehensive understanding of the total postsecondary opportunities available to New Mexico residents. Thus, in certain areas, the HM 15 study has been expanded beyond the direction of the memorial language in order to provide more complete information and consideration of issues key to the continuing development of the New Mexico postsecondary educational system.

Study Outline

Part I. This study is divided into three parts. Part I is descriptive in nature, providing information about program offerings at all levels. It should be noted that each of the universities offers some two-year associate degree programs in addition to traditional university degree programs. Therefore, any thorough study of two-year programs must encompass all of the New Mexico colleges and universities. Also included in Part I are data related to the employment record of those completing the various vocational programs on the several campuses. These data have been submitted by the individual institutions, and it is understandable that in some cases the follow-up employment data are more readily available than in others. It is intended that the overall effect of Part I of this study will be to provide

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a reasonably clear picture of the array of postsecondary programs available at various locations in New Mexico and some understanding of the effectiveness of the vocational offerings in improving the employment possibilities of those who enroll.

Part II of the study addresses the question of the need for additional postsecondary institutions in New Mexico. Although some might be tempted to say simply and finally that our state needs no more community colleges or universities, times change and the needs of the state change. The BEF has taken the approach of suggesting areas to be studied when developing a position relative to any future proposals for additional postsecondary institutions. It seems desirable to develop such guidelines prior to being confronted with specific proposals for expansion of two-year institutions into universities or for the creation of new community colleges. It is hoped that the development of the guidelines recommended by the BEF in Part II can improve the objectivity with which future proposals for expansion of our postsecondary system are viewed.

Part III of the study contains a series of BEF recommendations related to the possible revision of the Branch Community College Act. It has been suggested that the Act be expanded to include an option by which some two-year institutions could operate as independent institutions in a manner consistent with the general operating and funding provisions of the branch community colleges. After much deliberation, the BEF failed by a split vote to agree with this suggestion. Attention was also given to the clarification of certain provisions of the branch arrangement, specifically the operating agreements between the branch campuses and parent universities. The BEF recommendations concerning the Branch Community College Act are that the essential elements of the Act should remain as they are, with the exception that the operating agreement that serves as a contract between each branch and parent university should be approved at the time of each revision by the BEF.

In many instances such as the study conducted under HM 15, the process turns out to be an important product. The process of holding public hearings regarding the governance and other arrangements under which the branch colleges operate has been healthy and helpful. It is the feeling of the BEF that attention has been drawn to some neglected areas of cooperation between branches and parent universities and that mid-course corrections are already being made by the parties involved to strengthen and smooth the branch college arrangement.

PART I

PROFILE OF CURRENT POSTSECONDARY PROGRAMS IN PUBLIC INSTITUTIONS

TABLE 1

Current Doctoral Programs

Program Cluster	UNM	NMSU	TECH
Agriculture		X	
Biological Science	X	X	
Business	X		
Education	X	X	
Engineering	X	X	X
Fine Arts	X		
Foreign Languages	X		
Health Sciences	X		
Home Economics			
Law	X		
Letters	X		
Mathematics	X	X	
Physical Sciences	X	X	X
Social Sciences	X		

	UNM	NMSU	ENMU
Current Education Specialist (Six-Year) Programs	X	X	X

TABLE 2

Current Masters' Programs

Program Cluster	UNM	NMSU	NMHU	WNMU	ENMU	TECH
Agriculture		X				
Biological Science	X	X	X		X	
Business	X	X	X	X	X	
Education	X	X	X	X	X	X
Engineering	X	X				X
Fine Arts	X	X	X		X	
Foreign Languages	X	X	X			
Health Sciences	X					
Home Economics	X	X				
Letters	X	X	X	X	X	
Mathematics	X	X	X		X	X
Physical Sciences	X	X	X		X	X
Social Sciences	X	X	X	X	X	

TABLE 3

Current Baccalaureate Programs

Program Cluster	UNM	NMSU	NMHU	WNMU	ENMU	TECH
Agriculture		X				
Biological Science	X	X	X	X	X	X
Business	X	X	X	X	X	
Education	X	X	X	X	X	
Engineering	X	X				X
Fine Arts	X	X	X	X	X	
Foreign Languages	X	X	X	X	X	
Health Sciences	X	X	X		X	X
Home Economics	X	X	X	X	X	
Letters	X	X	X	X	X	
Mathematics	X	X	X	X	X	X
Physical Sciences	X	X	X	X	X	X
Social Sciences	X	X	X	X	X	X

TABLE 4

Current Subbaccalaureate Programs (At Universities)

Program Cluster	UNM	NMSU	NMHU	WNMU	ENMU	TECH
Business		X	X	X	X	
Fine Arts				X		
General Education	X	X		X	X	X
Health Sciences	X		X			
Mechanical/Engr.		X	X		X	
Other Occupations						
Public and Social	X	X	X	X	X	
Sciences			X			

Current Subbaccalaureate Programs (At Two-Year Institutions)

Program Cluster	Alamogordo	Carlsbad	Clovis	Dona Ana	Gallup	Grants	NMJC	NMMI	NNMCC	Roswell	San Juan	T-VI	Luna
Business	X	X	X	X	X	X	X	X	X	X	X	X	X
Fine Arts	X						X						
General Education	X	X	X		X		X	X	X	X	X		
Health Sciences		X	X	X	X		X		X	X	X	X	X
Mechanical/Engr.		X	X	X	X		X		X	X	X	X	X
Other Occupations	X				X		X		X			X	X
Public/Social	X		X		X		X	X	X	X	X	X	
Sciences	X	X	X		X	X	X	X	X	X	X		

TABLE 5

Institutional Assessment of Program Emphasis

P = Primary Emphasis

S = Standard Emphasis

Program Cluster	UNM	NMSU	NMHU	WNMU	ENMU	TECH
Agriculture		P				
Biological Science	P	P	P	P	P	S
Business	P	P	P	P	P	
Education	P	P	P	P	P	S
Engineering	P	P				P
Fine Arts	P	S	S	P	P	S
Foreign Languages	P	P	S	P	S	S
Health Sciences	P	S	S		S	S
Home Economics	S	P	S	P	S	
Law	P					
Letters	P	P	S	P	P	S
Mathematics	P	P	S	P	P	S
Physical Sciences	P	P	P	P	S	P
Social Sciences	P	P	P	P	P	S

TABLE 5 - continued

Program Cluster	Alamogordo	Carlsbad	Clovis	Dona Ana	Gallup	Grants	NMJC	NMMI	NNMCC	Roswell	San Juan	T-VI	Luna
Business	S	P	S	P		S	P	P	P	S	P	P	P
Fine Arts	S	S					S		S				
General Education	P	P	S		P	S	P	P	P	S	P		
Health Sciences	S	S	P	P	P		P		P	P	S	P	P
Mechanical/Engr.		S	P	P		S	P		S	P	P	P	P
Other Occupations	S	P	S			S	S		P	P		P	S
Public/Social	P		P				S	P	P	S	S	S	
Sciences	S	S	S			P	P	P	S	S	P		

TABLE 6

Employment Placement Records For Vocational Programs

Institution and Program	Survey Year	Number Completers	Number Employed
UNM	1977-78		
ASPE		4	4
Nursing, ADN		12	Unknown
Radiologic Technology		10	10
Medical Lab Technician		8	8
Community Service Worker		12	8 and 3 more in B.A. program
Physician's Assistant		6	6
College of Educ. A.A. degree		80	Unknown
NMSU -- No data available			
NMHU -- No data available			
WNMU	1977-78		
Associate Degree		10	3 (known)
Police Cadet		14	14
ENMU	1977-78		
Business		29	25
General Education		10	Unknown
Mechanical/Engineering		14	14
Public/Social		5	5
TECH -- No data available			
GALLUP BRANCH	1977-78		
Nursing, ADN		16	8 and 2 enrolled in B.A. program at UNM
ALAMOGORDO	1977-78		
Police Science		0	
Med. Laboratory Tech		0	

Institution and Program	Survey Year	Number Completers	Number Employed
CARLSBAD BRANCH	1977-78		
Mine Maintenance Program Analysis			
Mine Maintenance (full time)		7	5
Belt Head Controls (IMCC)		16	16*
Hydraulics Apprenticeship (PCA)		2	2*
Electricity I		18	18*
Electricity II		14	14*
USNR-Hydraulics Orientation		2	2*
USNR-Electrical Orientation		1	1*
Hydraulics		4	4*
DONA ANA BRANCH	1977-78		
Radiologic Technology		4	4
Secretarial Administration		31	Incomplete
Water Utility Operator		17	12
Building Trades		25	*
Food Preparation & Management		4	*
Retail Marketing & Distribution		21	*
Secretarial Diploma		7	*
Welding Trades		29	*
GRANTS BRANCH	1977-78		
Miner Entry Level Training		69	45
SAN JUAN BRANCH	1977-78		
Nursing		12	12
Intensive Secretarial		18	16
Clerk Typist		20	16
Auto Mechanics		11	7
Welding		10	9
Drafting		2	2
Bookkeeping/Accounting		7	4
Electro-Mechanical		4	2
CLOVIS BRANCH	1977-78		
Mechanical/Engineering		68	Unknown

*Already employed when admitted to the program

*1977-78 employment statistics will be completed by December, 1978.

Institution and Program	Survey Year	Number Completers	Number Employed
ROSWELL BRANCH	1977-78		
Business		9	Unknown
General Education		2	Unknown
Health Sciences		23	23
Mechanical/Engineering		1	Unknown
Public/Social		30	Unknown
Sciences		4	Unknown
NMJC	1976-77		
Nursing: PN		17	17
ADN		27	26
Drafting		1	0
Welding		7	6
Building Trades		9	6
Line Mechanics		5	5
Secretarial Science		15	7
	1977-78		
Nursing: PN		15	*
ADN		25	25
Drafting		3	*
Welding		6	*
Building Trades		8	*
Line Mechanics		8	*
Secretarial Science		22	*
ALBUQUERQUE T-VI	1977-78		
Business Occupations			
Accounting		61	54
Distributive Education		72	71
Fashion Merchandising		38	32
Office Occup.-Clerical		57	46
Office Occup.-Sec'y		22	16
Office Occup.-Refresher		41	31
Retail Sales Management		27	25
Health Occupations			
Nursing/Home Health Asst.		57	47
Patient Service Clerk		37	32
Practical Nursing		63	59
Respiratory Therapy		18	18

*Survey of 1978 student placement not complete. Above figures do not indicate students who are continuing their education at a higher level.

Institution and Program	Survey Year	Number Completers	Number Employed
ALBUQUERQUE T-VI (continued)	1977-78		
Technologies			
Data Processing		26	23
Draft.-Construction		55	48
Draft.-Electromechanical		21	20
Draft.-Map & Civil		15	14
Electronics		83	67
Trades & Industrial			
Air Conditioning		40	37
Auto Collision		25	22
Auto Mechanics		44	36
Baking		9	6
Carpentry		40	35
Culinary Arts		21	20
Diesel Mechanics		49	45
Electrical Trades		47	43
Machine Trades		36	35
Masonry Trades		12	8
Plumbing		34	27
Sheet Metal		16	15
Small Engines Mechanics		13	11
Welding		30	26
LUNA V-TI	1976-77		
Dental Assistant		5	4
Med. Assistant/Clerical		4	3
Med. Laboratory Asst.		10	8
Practical Nursing		13	13
Electronics		8	6
Drafting		9	8
Distributive Education		11	8
Accounting Clerk		1	1
Clerk Typist		16	9
Secretarial		10	7
Culinary Arts		7	5
Automotive Mechanics		14	11
Small Engine Mechanics		11	7
Building Trades		2	2
Vocational Agriculture		12	10
Welding		15	10
NNMCC	1976-77		
Auto Body		7	5
Auto Mechanics		9	4
Barbering		13	6
Carpentry		4	3
Nurse Assisting		15	5

Institution and Program	Survey Year	Number Completers	Number Employed
NNMCC (continued)	1976-77		
Clerk		3	0 (2 continued training)
Clerk Typist		13	7
Clerk Steno		6	1
Secretarial Training		23	14
Plumbing		11	7
Welding		16	2
Accounting		19	10
Cosmetology		10	5
Culinary Arts		10	5
Drafting		4	3
Elec. Appliance & Refrig. Maintenance		5	4
Electricity		8	5
Electronics		7	3
Heavy Equipment		2	1
Machine Tool		6	2
Meatcutting		16	8

PART II

PROCEDURES FOR EVALUATION OF FUTURE PROPOSALS FOR ADDITIONAL POSTSECONDARY INSTITUTIONS

Part II - Evaluation of Future Proposals for Additional Institutions

At its meeting in Santa Fe on November 16, 1978, the Board of Educational Finance considered the matter of appropriate procedures for evaluating future proposals for additional postsecondary educational institutions in New Mexico. The Board took the position that no additional postsecondary institutions should be initiated in New Mexico without careful evaluation and study of many facets of the plan for the proposed institution. By means of the statement presented below, the Board of Educational Finance has identified four pertinent questions related to evaluation of possible future proposals for four-year institutions and two-year institutions. Careful consideration of each of the questions related to any specific future proposal will be of paramount importance since satisfactory and acceptable answers to these questions must be provided if the state of New Mexico is ever to sanction additional universities or community colleges. By developing these study questions, the Board of Educational Finance is advising those who may be contemplating, now or in the future, the development of proposals for additional institutions that these areas of concern must be dealt with in a satisfactory manner.

1. Proposals for additional four-year institutions should be evaluated by developing answers to the following questions:

   a. Is there a new population to be served of sufficient size to justify the new institution?

   b. Will the new institution adversely affect the enrollment and programs of existing universities?

   c. What will be the long term financial commitment of the state?

   d. Is there significant statewide support for the new institution?

2. Proposals for additional community colleges should be evaluated by developing answers to the following questions:

   a. Is the size of the unserved population sufficient to support a community college of reasonable size?

   b. Are there alternative methods of adequately delivering the needed programs?

   c. What will be the long term financial commitment of the state?

   d. Is there broad support from throughout the proposed community college district?

PART III

POSSIBLE REVISIONS TO THE BRANCH COMMUNITY COLLEGE ACT

Part III - Possible Revisions to the Branch Community College Act

A great deal of discussion has occurred during the past year concerning the possible need for revisions to the Branch Community College Act. Public hearings concerning this matter were held by the BEF staff in each community in which a branch community college is located. At its meeting in Santa Fe on November 16, 1978, the Board of Educational Finance considered nine specific questions related to possible revisions to the Branch Community College Act and adopted positions relative to each issue. Each of the nine questions is stated below with the alternatives as they were presented to the Board. Following each question, a recommendation of the Board of Educational Finance is presented.

1. Should there be substantive change in the provisions for formation of branch community college districts? Current procedures require:

   a. Formed from public school districts

   b. BEF approval of the plan

   c. Successful referendum in the district

BEF Recommendation: The BEF finds no substantial flaws or disadvantages in the current procedure and therefore recommends no changes in the statute.

2. Should the method of selection of the advisory boards for branch community colleges be changed? If so, should they be:

   a. Locally elected

   b. Appointed by the governor

BEF Recommendation: While the current procedure of using local school board members as branch community college advisory boards poses some problems in that conflicts of interest may occasionally occur between the community college and the local public school district, the BEF believes that there are also considerable problems associated with locally elected or appointed boards. Therefore, the BEF recommends no change in the current statute pertaining to the advisory board and notes that in those community college districts where several school boards comprise the community college advisory board, a subset of the local school board members may be designated to serve as the advisory board.

3. Should the contents of the operating agreement be defined? The following list serves as an example:

   a. Selection of administrators

   b. Selection of faculty

   c. Titles

d. Programs and courses

e. Admission policies

f. Records

g. Budget development

h. Accreditation

i. Other, e.g., calendar

j. Review procedure

BEF Recommendation: The Board feels that specification of the contents of the operating agreement in statute would be neither necessary nor appropriate. If the operating agreement between a branch campus and its parent university is to be reviewed by some third party, that body could at the time of review determine the scope and nature of its examination.

4. Should there be any BEF involvement with the operating agreement?

a. None

b. Approve

BEF Recommendation: It is recommended by the Board that the BEF or some other third party be given responsibility for approval of branch community college operating agreements with their parent campuses. Such approval could assure that the operating agreements were satisfactory to both the local advisory board and the university regents. Third party approval should not imply any standard form for the operating agreements or that the BEF would in any way be responsible for writing the agreements. Third party approval would simply provide a means of appeal and an enhancement of the negotiation process.

5. Should there be an option under a revised community college act for creation of a new community college or reorganization of an existing branch community college as an independent institution with a locally elected board?

BEF Recommendation: After lengthy consideration, the BEF adopted by a split vote the position that there is not sufficient reason at this time to recommend an option for independence of current branch community colleges. Most of the concerns related to branch operations can be dealt with through improvement of the operating agreements, thus eliminating the need for severance of ties between branches and parent campuses. However, the BEF did note that this matter may need to be reconsidered in the future if changing circumstances warrant.

6. What approach should be taken to local financing of branch community colleges?

a. The current approach of requiring a set amount to be raised in support of each FTE student

b. A standard mill levy to be applied in all districts

BEF Recommendation: The attorney general advised the BEF that any change in the required local funding level or approach would necessitate a referendum in each branch community college district. The BEF recommends no change in the current local funding requirements even though this will result in a decreasing percentage of branch community college funding coming from the local level. While the ability to raise funds through property tax varies significantly among community college districts, the low level of required local support is not imposing an undue burden on any current district.

7. Should the option for an additional mill levy beyond that required by the state be retained?

BEF Recommendation: The BEF views the option for an additional mill levy as currently provided in the Branch Community College Act as an important and highly desirable feature of that Act and recommends no change.

8. Should the real property of a branch community college be owned by the people of the district?

BEF Recommendation: The BEF notes that while there is no current problem related to ownership of branch community college property, this matter poses a potential problem should a branch operation ever be dissolved. Therefore, it is recommended that this question be addressed if the Branch Act is ever revised. No simple solution will be found to this problem since various sources of funds have been used in branch campus construction and in the case of the Dona Ana Branch the branch college facilities are an integral part of the parent university campus.

9. Should the BEF have program approval over subbaccalaureate programs?

BEF Recommendation: The Board notes that there are a number of problems that may cause the legislature to consider extending the program approval responsibilities of the BEF to the subbaccalaureate level. Among these are:

a. The need for requiring a thorough planning process to weed out poorly conceived programs that may be hastily initiated.

b. The need to thoroughly review programs proposed to be started with federal or other nonstate funds to determine if the state should commit to future funding when the federal start-up funds are no longer available.

c. The need to evaluate the degree to which expensive vocational programs should be duplicated.

The BEF brings to the attention of the legislature the problems identified above and notes that these problems will be a matter of continuing concern as our postsecondary institutions find themselves under increasing pressure to operate collectively in an efficient manner. Should these problem areas cause the legislature to consider expanding the program approval charge of the Board, the BEF will willingly serve in whatever capacity the legislature prescribes.

State of New Mexico

House of Representatives

THIRTY-THIRD LEGISLATURE

Santa Fe

STEPHEN W. KENNEDY
McKINLEY COUNTY
District 5
222 E. NIZHONI BLVD., APT. F-6
Telephone: 722-3063
GALLUP, NEW MEXICO 87301

December 1, 1978

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Dr. Robert A. Huff, Executive Secretary
Board of Educational Finance
1068 Cerrillos Road
Santa Fe, New Mexico 87503

Dear Dr. Huff:

This is to acknowledge receipt of the BEF report per House Memorial 15.

I am somewhat familiar with the process used by the BEF in developing its recommendations pursuant to HM 15. I attended the session held at the UNM-Gallup Branch which was conducted by you and Dr. Witter.

Unfortunately, the things which were said at the Gallup Session and at other sessions were notincorporated in the final recommendations of the BEF pursuant to the memorial. My conversations with Mr. Shackelford fell on deaf ears.

After much deliberation, the BEF turned out a set of guidelines which is neither detailed nor complete. The final report is not representative of many of the situations with which I have become familiar. There are very few solutions recommended for existing problems with the operations of our various two year postsecondary education institutions. I certainly have no plans to use the report in my legislative endeavors.

I submit herewith my thoughts on the BEF report on each of the nine questions contained in Part III of the report:

1. I agree with the BEF recommendations.

(2). I disagree " ". A local school board has the primary responsibility of governing a public school district. It is not logical to have a school board proposing bond issues for a branch community college district when the same school board has the primary obligation to support a public school district bond issue above all other bond issues proposed within the same sphere of taxpayers. It is an undue burden on board members responsible for multi-million dollar public school district budgets to have to share in additional responsibility for the generation of local match monies for branch community college districts.

(3). I disagree with the BEF recommendation of this question. During the extensive course of the HM 15 study, there was considerable discussion about the need to revise the operating agreements between the branches and parents. You and I specifically discussed this issue on several occations. Each time you informed me that the need to revise the operating agreements was one of the key points which became evident as a result of HM 15.

4. I agree with the BEF recommendation on this question. As you have previously told me, there are several branch directors around the state who will not openly speak their feelings on branch administration pursuant to existing statues, because of their fear of reprisal from the parent universities. This fear stifled the reporting of feelings and facts pursuant to HM 15.

(5). I disagree with the BEF recommendation on this question. You admitted to me that at present there are two branches in the state which are prepared to opt for independence from the parent university. I do agree with the final sentence of this recommendation.

6. I do not dispute the BEF finding on this issue. However, the BEF skirted the issue of differences in local funding match requirements of the various two year institutions in New Mexico pursuant to House Bill 8 of 1975 and subsequent legislation.

7. I agree with the BEF recommendation on this issue.

8. The BEF sidestepped the issue at hand. One of the purposes of House Memorial 15 was to get a BEF recommendation which dealt with the issue of real property ownership in a precise manner. No simple solution will be found for this question. The BEF failed to recommend a method to resolve this question.

9. I agree with the BEF recommendations on this issue.

I appreciate the deliberation which you, your staff and the BEF members have given to HM 15. However, I think that the final report of the BEF on this memorial indicates a certain inability of the BEF to face up to legislative mandates, by being incomplete in proposing solutions to the questions posed by House Memorial 15.

Perhaps the time has come for the Legislature to give the BEF exclusive control over four year institutions. In the final report, the plethora of overlapping and sometimes contradictory statutes pertaining to the several types of two year post-secondary institutions in New Mexico is not reflected. A seperate, but similar, board should be created to govern the two-year post-secondary institutions. Together, the two boards could function through the Secretary for Educational Finance and Cultural Affairs.

Due to the sketchy contents of the final report of the BEF on House Memorial 15, there is only one circumstance on which I would wish to have the BEF report distributed to other members of the legislature. If the full contents of this letter and House Memorial 15 are included with the report, please distribute the report to all other members of the legislature.

In any case, please send a copy of the report to Dick Folmar at the Legislative Council Service on my behalf.

Thank you for your considerable efforts and those of your staff during the conduct of the study mandated by House Memorial 15.

Sincerely,

Stephen W. Kennedy

Stephen W. Kennedy
State Representative
cc: Maralyn S. Budke, Legislative Finance Committee
Richard Folmar, Legislative Council Service
James Nechero, Board of Educational Finance